



EDUCATIONAL DEVELOPMENT  
CENTRE

# Graduate Certificate in Tertiary Learning and Teaching (Level 7)

2010 - 2011

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## Cohort Programme Outline

November 22<sup>nd</sup> 2010 to June 10<sup>th</sup> 2011

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### Introduction

#### **Welcome to the Graduate Certificate in Tertiary Learning and Teaching (Level 7)**

This programme is specially designed for fulltime International Students.

Programme information and content can be found on the website

[http://wikieducator.org/GCTLT for Fulltime International Students](http://wikieducator.org/GCTLT_for_Fulltime_International_Students)

The online discussions for this course can be accessed on <http://moodle.op.ac.nz>

### Aim

To provide a work-based qualification which assists tertiary educators to create enhanced learner centred opportunities for students in a New Zealand/Aotearoa tertiary cultural context, develop and deliver quality programmes using flexible combinations and increase knowledge of innovative assessment and evaluative processes compatible with adult education.

### Graduate Learning Outcomes

On successful completion of the programme, graduates will be able to:

1. apply learner-centred learning theories, principles and practices and facilitate learning in a way that develops action capability for sustainability in a tertiary education context;
2. differentiate between surface, strategic and deep learning approaches, and demonstrate the ability to meet specific learning needs/wants;
3. integrate culture sensitive approaches into all aspects of learning and teaching practice;
4. integrate a range of flexible learning practices and delivery modes into a teaching context;
5. facilitate learning opportunities based on the principles and practices of flexible curriculum design and delivery;
6. develop strategies for negotiating curriculum according to learner needs/wants and workplace requirements;
7. assess learning using multiple strategies in a range of contexts, and critique assessment strategies;
8. view teaching as a scholarly activity and critique own teaching practice in relation to current literature;
9. draw on research findings to inform, support and advance professional teaching practice.

## Programme Schedule

Timeframe	Focus
Nov 22 – Dec 17 2010	Introductory teaching sessions. Teaching and Learning Skills Assessment skills
Feb 14 – Mar 11 2011	Project 1 A combined group project within the class. Incorporating the core skills of learning, teaching, flexible design, course construction and assessment.
Mar 14 – April 15 2011	Project 2 A specific project in one of Otago Polytechnic's teaching departments, mentored with an EDC staff member. Incorporating the core skills of learning, teaching, flexible design, course construction and assessment.
May 2 – June 3 2011	Project 3 A self managed project in one of several tertiary teaching institutions. Incorporating the core skills of learning, teaching, flexible design, course construction and assessment.
June 7 – June 10 2011	Final week

Weekly timetables will be available on Moodle <http://moodle.op.ac.nz>

## Assessment

Throughout this programme participants will develop a learning portfolio that compiles evidence of the ways in which the nine Graduate Learning Outcomes have been met. Refer to Appendix One for more detail on the outcomes.

### Marking Criteria:

Achievement of the following criteria for each of the nine Graduate Learning Outcomes will result in a successful pass for this assessment:

- ✓ Inclusion of a critically reflective narrative identifying how the outcome has been met
- ✓ Acknowledges relevance to a specific teaching context
- ✓ Demonstrates both understanding and application
- ✓ Critically explored and supported with literature examples
- ✓ Also supported with practical examples
- ✓ Relevant, authentic, current and sufficient evidence supplied

Learning activities offered throughout the programme can be used as the base of the evidence supplied.

Participants will be assigned a mentor from the EDC team who will support and guide the development of the participant's portfolio. Regular feedback will be given.

**Due Date:** Portfolios must be complete by **Friday 3 June 2011**

**Please Note:** It will be encouraged that Portfolio sections are presented for marking at negotiated times prior to this date along with co-negotiated times for progressive formative assessments.

**Grading:** As the emphasis is on learning process rather than outcome there are 2 grades only in this course: passed or not passed

## Appendix One

### Graduate Certificate in Tertiary Learning and Teaching (Level 7)

This full time programme is offered in a holistic format rather than as separate courses. Learning and assessment is based around the nine Graduate Learning Outcomes for the programme as listed below. The bullet points under each learning outcome indicate the focus of what will be achieved within each Graduate Learning Outcome.

Participants will demonstrate deep reflective learning and provide evidence to show how their new knowledge is constructed and integrated into a tertiary teaching context.

### Graduate Learning Outcomes

On successful completion of the programme, graduates will be able to:

**1. apply learner-centred learning theories, principles and practices and facilitate learning in a way that develops action capability for sustainability in a tertiary education context;**

- use a tool kit of basic learning strategies;
- develop familiarity with, and the ability to use, basic teaching resources and equipment;
- create and critique a session/learning sequence;
- deliver a learner centred teaching/education session in an appropriate context;
- adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learners and maintain this engagement, e.g. action learning, project based learning, self directed learning (e.g. individual or group learning contract), scenario based learning;
- integration of theoretical knowledge into learning and teaching practices.

**2. differentiate between surface, strategic and deep learning approaches, and demonstrate the ability to meet specific learning needs/wants;**

- recognise and support a variety of learning styles;
- transfer adult learning and teaching principles into a specific subject/work context, e.g. workshop, art studio and hospital, by creating and critiquing a learning sequence covering a specific topic.

**3. integrate culture sensitive approaches into all aspects of learning and teaching practice;**

- demonstrate culture sensitive learning and teaching practices;
- recognise, value and utilise students' cultural orientation, prior learning and learning styles by providing a diverse range of opportunities to encourage deep learning;
- discuss principles and processes of flexible teaching and learning to facilitate culture sensitive adult learning;
- explore and consider a range of culturally diverse assessments which includes alternative ways of assessing.

**4. integrate a range of flexible learning practices and delivery modes into a teaching context;**

- explore the principles and practices of online pedagogy;
- critique the design and application of existing flexible teaching and learning options in relation to the literature;
- analyse and evaluate challenges that arise in the design of flexible learning environments;
- create and evaluate a plan for the implementation of a flexible learning experience.

**5. facilitate learning opportunities based on the principles and practices of flexible curriculum design and delivery;**

- explore and justify the strategies for the development of flexible learning environments;
- make informed choices about learner centred pedagogy, taking contextual factors into account.

**6. develop strategies for negotiating curriculum according to learner needs/wants and workplace requirements;**

- liaise with stakeholder groups to establish diverse learner needs;
- co-negotiate collaborative support mechanisms for the design phase;
- critique existing flexible design approaches, consider delivery implications for each and apply a reflective and a rigorous selection process;
- develop a new design approach or modify an existing one, critiquing each phase;
- plan and design a course or component of a programme which demonstrates multiple understandings of flexible learning and teaching and applies professional practices;

- consult with colleagues (both within and beyond the institution) throughout the design process;
- evaluate all aspects of course/programme design.

**7. assess learning using multiple strategies in a range of contexts, and critique assessment strategies;**

- discuss assessment and evaluation terminology and practices and consider the usage of a range of evaluation tools;
- define and discuss assessment terminology and critically review own existing assessment and evaluation practices against current theories, principles and practices and demonstrate how these understandings inform practices;
- recognise, analyse and use a range of assessment tools and tasks which are valid, reliable, fair, useable and integrated, to support learning and be inclusive of student needs;
- construct and justify clear and specific assessment/marking criteria to support student learning;
- explore and consider the process of pre and post assessment moderation;
- demonstrate understanding and critically examine assessment policy and practices considering their appropriateness for meeting student needs;
- critique a variety of feedback models/processes and in order to provide clear, constructive feedback to support and advance student learning.

**8. view teaching as a scholarly activity and critique own teaching practice in relation to current literature;**

- reflect upon and evaluate own teaching to identify ways of improving practice;
- critically explore the purpose of a professional portfolio, possible content, and the methods available for creating a record of reflective practice;
- consider the influence of organisational policies and compliance on self-ownership of the content and structure of a professional portfolio;
- identify the purpose of an individual professional portfolio for recording experiences related to practice, and engage in planning and designing the portfolio;
- engage with reflective learning theory to develop and articulate your learning and teaching philosophy congruent with current educational practice, (or other relevant professional philosophy and practice);
- reflect on, and record the ways in which a professional portfolio could be used to inform and support reflective practice, e.g., performance review; personal growth and professional development processes.

**9. draw on research findings to inform, support and advance professional teaching practice.**

- articulate how ongoing development of own professional teaching practice is, and will be maintained;
- manage self-directed learning;
- demonstrate the ability to understand and discuss new knowledge and ideas.

**Graduates from this programme will be well prepared and competent to practice as tertiary educators.**